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ABSTRACT

This guide provides teachers of Korean children and adults with information on the problems Koreans encounter in learning to pronounce English. Principles of contrastive analysis and error analysis are used to give insight into these pronunciation problems. The first section dealing with problem sounds covers the following: (1) an explanation of phonetic representation of sounds; (2) information on and lists of non-problem sounds; (3) English sounds which do not exist in Korean and examples of pronunciation errors in English as well as the reasons for these errors; (4) sounds which exist in both languages but which pattern differently; and (5) intonation differences, specifically, reduction of unstressed syllables in words and sentences. In each of the above-mentioned sections, an example is given for every source of confusion or mispronunciation. The second part of the paper provides concrete suggestions for dealing with these pronunciation problems. The discussion covers: (1) approaches to teaching pronunciation, such as spot correction and teaching specific sounds; and (2) a discussion of available materials and how to use them. Several helpful hints for the teacher are given in the final section. Five appendices are attached which provide a chart of Korean sounds, a chart of English sounds, a suggested set of lessons, a sample lesson on minimal pairs, and an annotated bibliography. (AMH)

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Teaching English Pronunciation to Koreans

The purpose of this pamphlet is to provide Americans who are ~~working with~~ ^{teaching} Korean children and adults with a better idea of the problems Koreans have in learning to pronounce English, and to give information and suggestions towards solutions to these problems.

People learning to speak a foreign language - in this case, English is a foreign language to your Korean students - make "mistakes" in pronunciation which nearly always arise from the differences between the native language and the language being learned. This is why there is an easily recognizable difference between, say, a French "accent" and a German "accent" in English; the French accent consists of features of French pronunciation carried over into the Frenchman's pronunciation of English, and the German accent consists of features of German pronunciation carried over into the German's pronunciation of English. In parallel, your Korean students' accent in speaking English consists of aspects of Korean pronunciation which they are carrying over into their English.

Foreign accents work either for or against their speakers, depending on social circumstances. Maurice Chevalier's French accent is a good example of an accent enhancing its speaker's career. On the other hand, the phrase "flied lice", which focuses on the Chinese speaker's difficulty with l and r in English, summons up an entire negative stereotype of the Oriental in America.

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Positive or negative stereotyping of a particular foreign accent is determined, as we just mentioned, by social circumstance, and is therefore pretty much beyond your control as an English teacher. Whatever the social value of your students' accents, however, it is essential that they understand English spoken by Americans, and pronounce it so that they can in turn be understood. This is under your control as an English teacher; one of your goals should be, then, easily understood pronunciation on the part of your students.

You will be greatly helped, in reaching this goal, by an understanding of the source of your students' pronunciation problems. If you know, for example, that Korean doesn't have an f, and that the closest sound to it in Korean is a kind of p, you are in a much better position to correct your Korean student appropriately when he says "Pine, thank you," instead of "Fine, thank you". You don't have to speak Korean to understand your students' pronunciation problems; simply knowing about the Korean sound system is sufficient.

All this business about pronunciation problems stemming from differences between the sound systems of the native language and the language to be learned has led to the development of a technique called contrastive analysis, wherein the sound systems of the languages in question are compared, and points of difference noted as possible sources of difficulty. This technique is com-

bined with another one called error analysis, in which actual pronunciation errors are collected and classified; the two techniques together provide considerable insight into pronunciation problems, and therefore considerable insight into their solutions.

II. Problem Sounds in English for Korean Speakers

A. Mechanics. In talking about Korean and English, we will be dealing with sounds, not letters of the alphabet. We will follow the usual practice of underlining examples spelled as usual (e.g. rough), and enclosing sounds in []'s (e.g. [f] as in rough). In representing sounds in English, we will use symbols as close to the regular alphabet as we can, (e.g. [sh] as in show). Occasionally we will have to use unfamiliar symbols - both Korean and English have more vowel sounds than English has vowel letters - but when we do we will give illustrative examples (e.g. [ə] as in above).

B. Non-problem sounds.

In comparing languages, we look at actual sounds (which sounds are phonetically the same, or close to the same, from one language to the other?) and at the distribution of these sounds in words or syllables (do the sounds in question occur at the beginnings of words in both languages? at the ends? in the same kinds of clusters or blends?). English sounds which have phonetically identical or similar counterparts in Korean, and which occur in Eng-

lish syllables in the same places as they do in Korean syllables, will be easy for the Korean learner of English. The following sounds fall into this category, and will cause little or no difficulty for your Korean students:

[p], as in pep or paper

[y] as in yes or playoff

[t], as in tot or potato

[w] as in wet or blower

[k], as in kick or corn

[m], as in moment or mom

[n], as in none or nanny

[ng], as in sing or hanger

[h], as in him or Soho

[u], as in shoe or blue

[o], as in blow or though

[a], as in cot, father or watch

[ə], as in but, above or uncle

C. English sounds which don't exist in Korean. This is the opposite category of sounds from the one just given; the sounds listed below will give the most trouble to Korean speakers. Your students will hear these sounds as completely different sounds for which there are counterparts in Korean: English [f], for example, which doesn't exist in Korean, will be heard (and pronounced) as identical to English [p], which is (from the point of view of the Korean speaker) phonetically very similar to [f]. In other words,

your Korean speakers will not hear any difference between the words fine and pine: he will hear and pronounce them both as pine.

English sounds which don't exist in Korean are:

[f] as in fine. It will be confused with [p] as in pine.

(fine will be heard and pronounced as pine)

[v] as in vane. It will be confused with [b] as in bane, or [p] as in pain. (vane will be heard and pronounced as bane or pain)

[th] as in thank. It will be confused with [s] as in sank. (thank will be heard and pronounced as sank)

[th] as in then. It will be confused with [d] as in den, or sometimes with [t] as in ten. (then will be heard and pronounced as den or ten)

[z] as in zip. It will be confused with [s] as in sip, [j] as in gyp, or [ch] as in chip. (zip will be heard and pronounced as sip, gyp or chip)

[æ] as in bat. It will be confused with [ɛ] as in bet. (bat will be heard and pronounced as bet)

[u] as in could. It will be confused with [u] as in cooed. (could will be heard and pronounced as cooed)

[s] as in <u>sip</u>	}	Korean has one sound (close to [s]), where English has two. [s] will be confused with [sh] before [ɪ] as in <u>it</u> (<u>sip</u> will be heard and pronounced as <u>ship</u>); otherwise, [sh] will be confused with [s] (<u>show</u> will be heard and pronounced as <u>so</u>)
[sh] as in <u>ship</u>		

[r] as in red } Korean has one sound (close to [l]) where
[l] as in led } English has two. [l] and [r] will be confused with each other.

[iy] as in sheep } Some Korean speakers have counterparts to
[ɪ] as in ship } both these vowels, but some Korean speakers have only one (close to [ɪ]) and will confuse [iy] and [ɪ] with each other.

[ey] as in bait } Some Korean speakers have counterparts to
[ɛ] as in bet } both these vowels, but others have only one, (close to [ɛ]), and will confuse [ey] and [ɛ] with each other.

D. Sounds which pattern differently in Korean and English.

These are sounds which exist in both languages, but which give trouble because they don't occur in the same places in syllables and words. There is a Korean counterpart for [b] as in bowl, for example, but it does not pattern the same way in Korean that English [b] does in English: Korean [b] occurs only initially, at the beginnings of words and syllables, whereas English [b] occurs both initially and finally, i.e. at both the beginnings and ends of words and syllables. The upshot of all this is that Korean speakers won't have any trouble with initial English [b]'s (as in bet, baby, or babble), but will find final [b]'s (as in tub or job) hard to hear and pronounce.

We will divide the sounds in this category into sub-categories, according to the differences between Korean and English which are the sources of the problems.

1. Final consonants. In Korean, only [p], [t], [k], [m], [n], [ng] and [l] can occur at the ends of words and syllables. Korean speakers will mis-hear and mis-pronounce, then, English final consonants other than these, in particular:

final [b] as in cub. It will be confused with final [p].

(cub will be heard and pronounced as cup.)

final [d] as in heed. It will be confused with final [t].

(heed will be heard and pronounced as heat.)

final [g] as in dig. It will be confused with final [k].

(dig will be heard and pronounced as Dick.)

final [j] as in wedge. It will be confused with final [t]

(wedge will be heard and pronounced as wet.)

final [v] as in live. It will be confused with final [p]

(live will be heard and pronounced as lip.) Note that [v] was listed in the previous section as being confused with [b], and is also listed here as being confused with [p] at the ends of words.

final [th] as in bathe. It will be confused with final [t].

(bathe will be heard and pronounced as bait.) Note that

this sound was listed in the previous section as being confused with [d], and is also listed here as being confused with [t] at the ends of words.

[s] as in bass. It will be confused with final [t]. (bass will be heard and pronounced as bat.)

[z] as in was. It will be confused with final [t]. (was will be heard and pronounced as what.) Note that in the previous section [z] was listed as being confused with [s], [j] and [ch], and is also listed here as being confused with [t] at the ends of words and syllables.

[sh] as in wash. It will be confused with final [t]. (wash will be heard and pronounced as watt.)

[zh] as in beige. It will be confused with final [t]. (beige will be heard and pronounced as bait.)

[r] as in bore. It will be confused with no-consonant-at-all, or with final [l]. (bore will be confused with bow or owl.) The pronunciation of English [r] varies considerably from place to place in the United States, so it's hard to say what the Korean speaker will come up with, in imitating English [r]!

2. Consonant clusters. Consonant clusters, or blends, as they are called by reading specialists, are sequences of consonants at the beginnings and ends of words or syllables. In the word clusters, for example, the [kl] is an initial consonant cluster, and the [rz]

is a final consonant cluster. The [st] sequence in the middle isn't considered a cluster or blend because the [s] is at the end of one syllable and the [t] is at the beginning of the other. Korean has very few consonant clusters; of these, even fewer exist in English too. Consonant clusters which occur in both languages are:

[py] as in <u>pure</u>	[tw] as in <u>twin</u>
[ky] as in <u>cute</u>	[kw] as in <u>queen</u>
[my] as in <u>music</u>	[sw] as in <u>swim</u>

English has many, many more consonant clusters than these, and all of them will give the Korean speaker trouble. Here is a list of the more frequently-occurring trouble-causers:

Initial clusters with [s]:

[sp] as in <u>spell</u>	[sky] as in <u>skewer</u>
[st] as in <u>stay</u>	[skw] as in <u>squall</u>
[sk] as in <u>ski</u>	[spr] as in <u>spread</u>
[sm] as in <u>smile</u>	[str] as in <u>strange</u>
[sn] as in <u>snow</u>	[skr] as in <u>scream</u>
[sl] as in <u>slight</u>	[spl] as in <u>splat</u>

Initial clusters with [l]:

[pl] as in <u>plow</u>	[gl] as in <u>glow</u>
[kl] as in <u>clear</u>	[fl] as in <u>flight</u>
[bl] as in <u>blue</u>	

Initial clusters with [r]:

[pr] as in pry

[tr] as in train

[kr] as in crayon

[br] as in bright

[dr] as in draw

[gr] as in grow

[fr] as in free

[thr] as in three

[shr] as in Schroeder

Initial clusters with [y]:

[fy] as in few

[vy] as in view

[hy] as in huge

Final clusters with [s]:*

[ps] as in cups

[ts] as in cats

[ks] as in sacks

[fs] as in cuffs

[ths] as in deaths

Final clusters with [z]:*

[bz] as in cabs

[dz] as in beds

[gz] as in eggs

[vz] as in olives

[thz] as in bathes

[mz] as in limes

[nz] as in pans

[ngz] as in kings

[rz] as in cars

[lz] as in bills

*These clusters are important, as they are a result of plurals, possessives, and third-person-singulars like walks.

Final clusters with [t]:**

[pt] as in typed

[kt] as in baked

[cht] as in watched

[ft] as in laughed

[st] as in promised

[sht] as in wished

Final clusters with [d]:**

[bd] as in rubbed

[gd] as in nagged

[jd] as in damaged

[vd] as in lived

[thd] as in breathed

[zd] as in teased

[md] as in dreamed

[nd] as in canned

[ngd] as in banged

[rd] as in heard

[ld] as in called

Final clusters with [l]:

[lp] as in help

[lb] as in bulb

[lt] as in belt

[ld] as in old

[lth] as in health

[lf] as in self

[ls] as in else

[lch] as in gulch

[lj] as in bulge

[lm] as in film

** These clusters are important, as they result from the formation of the regular past tense and past participle, e.g. walk - walked - walked, and therefore occur frequently.

Final clusters with [r]:

[rp] as in sharp

[rt] as in heart

[rk] as in work

[rb] as in curb

[rd] as in hard

[rg] as in aarrgh

[rch] as in porch

[rj] as in large

[rm] as in warm

[rn] as in learn

[rf] as in scarf

[rv] as in carve

[rth] as in birth

[rl] as in girl

Other final clusters:*

[sp] as in wasp

[sk] as in ask

[nth] as in month

[nj] as in orange

[mp] as in camp

[ngk] as in think

[ngth] as in length

[nch] as in lunch

3. Other problems. Final consonants and consonant clusters are by far the most obvious difficulties your Korean students will have. There are, in addition, less noticeable problems arising from differences in patterning of sounds in Korean and English.

*Note that any verb ending in one of these clusters can be made past, and any noun can be made plural or possessive. The result is a three-consonant cluster!

[p], [t], and [k]. In Korean, [p] is pronounced as [m], [t] is pronounced as [n], and [k] is pronounced as [ng] when the following sound is [n] or [m]. This will be carried over into English; your Korean speaker is likely to say, for example:

<u>sweenmeat</u>	for	<u>sweetmeat</u>
<u>equimment</u>	for	<u>equipment</u>
<u>darnngness</u>	for	<u>darkness</u> , etc.

[l], [r] and [n]. In Korean, there's a complicated set of "rules" whereby [l] is pronounced as [n] and vice versa. These rules apply when suffixes beginning with [l] get stuck on to words which end in consonants. The upshot of these rules is that your Korean speakers will occasionally hear and pronounce English [l] as [n], generally when the [l] is next to a consonant. Your Koreans will tend also to pronounce English [r] as [n] (remember that they confuse [r] and [l]). Look for the following kinds of mistakes:

<u>Helly</u>	for	<u>Henry</u>
<u>warmny</u>	for	<u>warmly</u>
<u>olly</u>	for	<u>only</u> , etc.

yi. [y] doesn't come before [i] in Korean. Your Korean speakers are likely to have trouble hearing and pronouncing words like:

yeast, which will be confused with east
year, which will be confused with ear, etc.

[wu] and [wo]. In Korean, [w] doesn't occur before [u] or [o]. Your Korean speakers will have trouble putting the [w] in such words as woman, would, woe, etc.

D. Intonation

The major problem your Korean speaking students are likely to have with English stress and intonation is learning to "reduce" unstressed syllables in words and sentences. In Korean, the vowel in each syllable receives the same amount of stress, whereas in English unstressed syllables in words, and unstressed words in sentences, are pronounced less loudly, with lower pitch, and with what are called "reduced vowels". The normal American pronunciation of the vowel in the (unstressed) second syllable of roses, for example, isn't an [ɛ] (as in yet) at all; it's a completely different vowel, an [ɪ], one of the reduced vowels, for which there is no symbol in the spelling system.

Not reducing unstressed vowels will probably not hamper your Korean students' intelligibility in English very much, but it will give their speech a machine-gun-like effect.

III. Solutions

In the previous section, we described the kinds of problems Korean speakers are likely to have in their attempts to pronounce English. In this section, we will give guidelines for solving these problems.

First, it should be pointed out that your Korean students might not have all the problems we presented in the previous section. There are different dialects of Korean, as there are different dialects of all languages; sometimes a Korean dialect will have a particular sound (notably some of the vowels) that other dialects don't have, and if that sound happens to be a sound of English as well, then the speakers of that dialect won't have the problem with the English sound that the other dialect speakers do.

Another factor in any one of your students' problems in pronouncing English is his experience with other languages. If your student speaks French well, for example, he will already have tackled some of the initial consonant clusters that occur in English, and won't have trouble when he runs across them again.

A third factor in the extent to which your Korean speakers will have pronunciation problems is their age. The younger the student, the easier it is for him to pick up English pronunciation; the pronunciation of a five- or six-year-old, for example, will very probably become indistinguishable from that of a native English-

speaking child in a very short time. On the other hand, a high school student will have to work hard on his pronunciation of English, and will probably wind up speaking it with a Korean accent. If your students are elementary school age, then, you will not find it necessary to spend much time on pronunciation work per se, but if your students are in high school, or are adults, you will probably find that you have to deal directly, and fairly extensively with pronunciation.

You should keep in mind that your own pronunciation, as a native speaker of English is - for the purpose of teaching pronunciation to non-native speakers - perfect, in the sense that if your students wind up speaking exactly the way you do, they will be easily understood by the people in your community. Don't worry if you don't speak the King's English, or (more relevant in the U. S.) Walter Cronkite's English: your Texas English or Wyoming English or New York City English is exactly what your student needs, as that's where he lives, too.

As a native speaker of English, you are instantly able to recognize when your Korean student makes a pronunciation mistake; you instantly know, for example, that something's the matter when he talks about pairy tales instead of fairy tales. Also, you automatically provide him with a perfect model to imitate: your [f] in fairy tales is just fine. And finally, as a native speaker of

English you can tell, as he randomly tries out various pronunciations ranging from [p] to [f], which of his tries are recognizable as [f] and which aren't.

A. Approaches to teaching pronunciation.

The usual approach to pronunciation problems is to treat pronunciation as a constant concern, but not a matter for direct attention. (This is the approach taken with native speakers of English: the second-grade teacher doesn't have classes on English pronunciation per se - children don't need it - but corrects individual pronunciation mistakes as the children make them.) (Parents do the same thing.) Pronunciation mistakes are corrected as they come up, whether the class work is focussed at the time on reading, vocabulary, grammar, or whatever: the student says "páiry tale...", the teacher corrects him ("No; fffairy tale!"), the student repeats ("Fffairy tale") and goes on with whatever he was saying.

This approach works best with non-English speakers whose native languages have sound systems which happen to be fairly close to that of English. These students have relatively few pronunciation problems, and so spot corrections are more narrowly focussed.

Korean is not one of those languages with a sound system close to that of English, as you might have guessed from the length of the previous section. The approach outlined above won't be enough to deal with their pronunciation problems for several reasons.

To begin with, your Korean student's untrained attempt at English will contain far too many mistakes for you to correct them all as he makes them. In a ^{single} typical first-day-of-class sentence, for example This is a book, your student will make several mistakes; you will drive him and yourself crazy if you attempt to correct them all. (What usually happens under these circumstances is that you correct the mistakes that hit you particularly strongly, and let the others go. Since on one day [p] - [f] mistakes might hit you hard, and on another day final consonant mistakes, the overall effect from the point of view of of the student is complete randomness.)

Another reason that spot correction doesn't work well with Korean speakers is that many of his problems overlap. Consider, for example, that he hears all final [d]'s, [j]'s, [th]'s, [s]'s, [z]'s, [sh]'s and [zh]'s as final [t]. As you spot-correct his final consonants, you in effect tell him at one point that what he hears as [t] is really [d]; at another point that what he hears as [t] is really [sh]; at yet another point that what he hears as [t] is really [z]; and so on. All of which is hard on your student.

A third reason that spot correction doesn't work well is that stopping a lesson in mid-stream to correct pronunciation destroys the continuity of the lesson, and makes it hard for students to concentrate on the matter at hand. A student who is struggling to put together a sentence will be jarred out of composure if you

interrupt his struggles to worry about his [f]'s.

Experienced teachers have discovered that a better approach all around is to tackle the pronunciation problems of the students one at a time; to teach lessons dealing with these problems per se; and then, in other work with the language, to spot-correct only those pronunciation mistakes that have been specifically dealt with.

These teachers set aside a certain portion of the teaching time each day to pronunciation work; their students know that at that time they will deal with pronunciation only, as opposed to other times when they deal with structures, vocabulary, reading, or whatever. During pronunciation class, the teachers work through sets of lessons specifically geared to the particular needs of their students. (Many teachers find themselves faced with classes composed of students from many different language backgrounds, and spend a lot of time trying to correlate lessons for one group with lessons for another!)

In Appendix C, we have drawn up a set of suggested lessons for Korean speakers learning English, to give you an idea of the range of lessons usually dealt with in pronunciation work; you'll notice that they are closely correlated with the problems presented in the previous section.

B. Materials

As you can see from the lesson topics, a single pronunciation lesson deals with one particular sound, contrasted with the sound it's confused with: [f] as opposed to [p], [b] as opposed to [v], and so on. A pronunciation lesson begins with the teacher ~~teaching~~ *showing*

the students that the problem sound is different from the one it's confused with: that [f] exists as a separate sound in English from [p], for example. The students are then led through exercises which teach them to hear the sounds in question correctly (this is surprisingly easy; a group of adult students can ordinarily be taught to hear, say, [f] as opposed to [p] in about fifteen minutes. Then - but only then, as you can't expect your students to pronounce a sound if they can't hear it properly! - the students are taught to pronounce the difficult sound so they can be understood.

Materials for lessons like these usually center around minimal pairs, minimal sentences, and sometimes practice sentences.

Minimal pairs are pairs of English words which are pronounced exactly alike except for the sounds the lesson is on. A minimal pair for the [f] - [p] contrast, for example, is Perry - fairy; another one is puppy - puffy; a third is wife - wipe.

Minimal sentences are like minimal pairs, except that whole sentences are involved, for example It's a little puppy - It's a little puffy, or The pan is expensive - The fan is expensive.

Practice sentences are examples of English engineered to contain as many occurrences of the sounds being taught as possible. Here's a short dialogue on [f] - [p]:

- a. Who paid the fine?
- b. Fred's wife did.

The idea behind minimal pairs and sentences is to focus the student's attention on the sounds in question. In minimal pairs, the change in meaning of the word or sentence is carried entirely on the alternation between the problem sound and the sound it's confused with. As the student works with these pairs, both listening to them and trying to pronounce them, he learns to distinguish the sounds.

In Appendix D, we have put together a lesson on the [f] - [p] contrast, with minimal pairs, minimal sentences and practice sentences, to give you an idea of what pronunciation materials look like.

There are several commercially-available sets of pronunciation materials available. In addition to minimal pairs and sentences and practice sentences, these materials contain extensive sections on what you do with the pairs and sentences in class. In other words, they typically go into detail on class exercises, procedures and so on.

These materials sometimes include background information on the articulation of the sounds, i.e. descriptions of how they are formed in the mouth. They also sometimes utilize phonetic representations of the sounds, with instruction on use of the symbols in class. (Phonetic representations of the sounds are resorted to to get around inconsistencies in the spelling system of English;

that's why we used phonetic symbols in the section on sounds.)

These materials are listed in the Bibliography, with descriptions of the contents and information on ordering.

Commercially available materials are designed to be used with as wide an audience as possible, and so are not ordinarily aimed at the speakers of one particular language. Korean speakers have different problems from those of Arabic speakers, and so on, so the writers either focus on the problems that almost everyone has - for example the [th] sounds - or they choose problems from the point of view of English alone - for example, the [s] - [z] - [ɪz] alternation in pronunciation of the plural in cats, dogs and horses respectively.

What you have to do as a teacher of a particular group of students - in this case, Korean - is to "shop" through materials, choosing those particular lessons that are on problems your Korean speakers have. Armed with Appendix C, you should find it fairly easy to pick and choose from among available materials.

The alternative is to think up your own minimal pairs and sentences. Experienced teachers agree that dreaming up minimal pairs is one of the most stultifyingly boring activities a language teacher is called on to do, and much prefer spending money on books that have done it for them!

Apropos of Korean, you'll find that commercial texts don't ordinarily devote as much space to final consonants and consonant clusters as your Korean students need. For this reason, we have also included in the Bibliography materials that have been developed for Lao and Vietnamese speakers, who happen to have final consonant and consonant cluster problems like the Koreans.

IV. General hints, cautions and time-savers

A. Probably the most important aspect of pronunciation teaching is to keep your own pronunciation natural, and to speak at the same speed you ordinarily do. Slowing down your speech does not make it easier for your students to understand you; on the contrary, it does them a disservice, as they have to deal with ordinarily-paced English outside your classroom. If your students comment that "We understand everything in your class, but have trouble understanding other people", you should listen carefully to yourself: chances are you are slowing down your speech for them.

B. You'll undoubtedly find that teaching pronunciation is very boring for you, and you will worry that it's equally boring for your students. It isn't; on the contrary, it's difficult to the point of being exhausting for them. (Remember how hard it was to work on the French r or the German ch?) Most people feel that pro-

nunciation work, which as we've outlined it is intense, narrowly focussed work for the students, should be limited to about a half-hour at a time at most for classes, and less than that if you're working with small numbers of students.

C. Don't expect your students, once they have learned to produce an acceptable [f], to pronounce [f] correctly ever after. They will need reminding again and again, and even then will slip if they are tired, distracted, or concentrating on what they are saying rather than how they are saying it. (You can see this "backsliding" even with non-English speakers whose English is well-nigh perfect: when fatigue or distraction sets in, pronunciation slips.)

D. As their teacher, you will become used to your students' pronunciation, and will find it easier to understand them as time goes on. You will have a natural tendency to think that it's their pronunciation that's improving, not your ability to understand it. This tendency is increased by your position as the English teacher; you almost always know what it is your students are trying to say, and therefore automatically compensate for their imperfect renditions thereof. You can counteract this tendency by bringing to class a native English-speaking friend who is not familiar with your students, and asking him to judge the understandability of their pronunciation.

E. Your overall goal - especially with teenagers and adults - should not be absolute perfection in pronunciation, but easily-understood pronunciation. Some sounds - notably the [th] sounds in thank

and then - are not worth the time it takes to teach your students exact pronunciation of them. If your students can hear [th] sounds, and distinguish them from [s], [z] and [t], and if they consistently produce something that is an understandable substitute, there is no need to spent time on exact pronunciation of them - - especially when final consonants and consonant clusters are so much more crucial to overall understandability. Other English sounds in this category include [zh] as in pleasure or beige, and [u] as in would; neither of these sounds occurs often enough to warrant a lot of time on production.

Appendix A: Chart of Korean Sounds

(Appendices A and B are provided for the teacher who has had some training in phonetics. More detailed descriptions of the Korean sound system are listed in the Bibliography.)

CONSONANTS

	Bilabial	Dental	Palatal	Velar	Glottal
Stops:					
Unaspirated	p	t	č	k	
Aspirated	p'	t'	č'	k'	
Glottalized*	pʔ	tʔ	čʔ	kʔ	
Nasals	m	n		ŋ	
Fricatives		s sʔ**			h
Liquid	l				
Semi-vowels	y w				

VOWELS***

	Front	Central	Back
High	i	ɨ	u
Mid	e ɛ	ə	o
Low		a	

Syllable structure: (C₁)(C₂)V(V)(C₃)

Allowable C₂: [y], [w], [h]

Allowable C₃: [p], [t], [k], [m], [n], [ŋ], [l]

- * Writers vary as to their interpretation of what we are calling glottalized consonants: sometimes they are described as long, sometimes as implosive, sometimes as tense.
- ** This [sʔ] parallels the glottalized stops.
- *** In some dialects of Korean, there are long counterparts to each of these vowels.

Appendix B: Chart of English Sounds

CONSONANTS

	Bilabial	Labio-dental	Inter-dental	Alveolar	Palatal	Velar	Glottal
Stops:							
voiceless	p			t		k	
voiced	b			d		g	
Affricates:							
voiceless					č		
voiced					ǰ		
Fricatives:							
voiceless		f	θ	s	š		h
voiced		v	ð	z	ž		
Liquids	l r						
Semi-vowels	ɹ w						

Appendix B: Chart of English Sounds

VOWELS

	Front	Central	Back
High	i ɪ	ɨ	ʊ u
Mid	e ɛ	ə	o
Low	æ	a	(ɔ)

Syllable structure: (C₁)(C₂)(C₃)V(V)(C₄)(C₅)(C₆)

Various combinations of consonants in clusters occur

Appendix C: Suggested Set of Lessons

1. [r] - [l]
2. [f] - [p]
3. [v] - [b]
4. [ɛ] - [æ]
5. [s] - [sh]
6. [ɛ] - [ey]
7. [z] - [s] - [ch] - [j]
8. [th](thank) - [s] - [t]
9. [th](then) - [d] - [t]
10. [iy] - [i]
11. [b] - [p] in final position
12. [d] - [t] in final position
13. [g] - [k] in final position
14. [j] - [t] - [ch] in final position
15. [b] - [v] - [p] in final position
16. [s] - [t] - [z] in final position
17. [sh] - [t] in final position
18. [zh] - [sh] - [t] in final position
19. [r] - [l] - [Ø] in final position
20. Final consonant clusters with [s] (plurals, etc.)
21. Final consonant clusters with [z] (plurals, etc.)
22. Final consonant clusters with [t] (past tenses)
23. Final consonant clusters with [d] (past tenses)
24. Final consonant clusters with [l]
25. Final consonant clusters with [r]
26. Other final consonant clusters
27. Initial consonant clusters with [s]
28. Initial consonant clusters with [r] and [l]
29. Initial three-consonant clusters

Appendix D: Sample Pronunciation Lesson on [p] - [f]

Minimal Pairs

[p]	[f]	[p]	[f]
pine	fine	supper	suffer
pail	fail	cup	cuff
pole	foal	lap	laugh
pill	Phil	leap	leaf
puppy	puffy	cap	calf
copper	coffer	wipe	wife

Minimal Sentences

It's a big pear. - It's a big fair.
Hand me the pile. - Hand me the file.
It's a little puppy. - It's a little puffy.
I have a small pig. - I have a small fig.
Don't sit on my cap. - Don't sit on my calf.

Practice Sentences

- a. Did you have fish for supper?
- b. No. We had pigs' feet.

- a. Did you have a cup of coffee?
- b. No, Phil's coffee is awful?

Don't laugh; I spilled my cup of coffee in my lap.

The housewife wipes her cups with fine cloth.

Appendix E: Bibliography

Pronunciation Materials

The materials in this section can, for the most part, be ordered through your local bookstore, or by writing directly to the publisher. Those that can't be ordered have ordering instructions in the annotations.

Bens, Allis R. Active English: Pronunciation and Speech. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977. Teachers' manual available.

A set of fifty lessons dealing with a variety of pronunciation problems. Minimal pairs, minimal sentences and practice sentences are given, along with information on articulation, exercises to give the student conscious knowledge of the production of the sound, and practice in writing words in a phonetic alphabet. In addition to the work on sounds, there are exercises on such aspects of pronunciation as contractions, reduced forms, formal oral reports, etc.

English Language Services, Inc. Drills and Exercises in English Pronunciation. New York: Collier-Macmillan, 1971. Tapes available for each book.

Series of three texts, designed for use with students on all levels of English, but best suited to high school students and adults. Book I deals with particular sounds; Books II and III with stress and intonation. Each book has an introduction containing notes for teachers.

Graham, Carolyn. Jazz Chants: Rhythms of American English for Students of English as a Second Language. New York: Oxford University Press, 1978. Text and cassette.

Book and accompanying cassette of chants designed to heighten students' awareness of the intonation patterns of English. Simple dialogues and poems, many of them overtly intended to practice one or the other of the structures of English, are recorded with emphasis on the rhythm of the sentences and phrases. The chants are startling and infectious, not to say almost irresistible; besides teaching an important aspect of pronunciation, they provide a delightful change of pace.

Graham, Carolyn. Jazz Chants for Children: Rhythms of American English through Chants, Songs and Poems. New York: Oxford University Press, 1979. Set of student's book, cassette, and teacher's edition.

Like Jazz Chants for adults, but including activities suitable for children like puzzles, matching games, etc.

National Indochinese Clearinghouse. "English Pronunciation Exercises for Speakers of Vietnamese". No. 7, Adult Education Series, Indochinese Refugee Education Guides. Arlington, Virginia: Center for Applied Linguistics, 1979.

Pronunciation lessons on the specific problems that Vietnamese speakers have in speaking English, some of which (notably final consonants and consonant clusters) are shared by Korean speakers. Lessons consist of minimal pairs, minimal sentences and practice sentences, with teachers' notes and an introduction describing how the lessons should be taught. Available as ERIC Document No. 135244; write or call Customer Service, ERIC Document Reproduction Service, P. O. Box 190, Arlington, Virginia, 22210; (703) 841-1212.

National Indochinese Clearinghouse. "Teaching English to the Lao". No. 19, General Information Series, Indochinese Refugee Education Guides. Arlington, Virginia: Center for Applied Linguistics, 1979.

Among other things, a set of pronunciation lessons on particular problems Lao speakers have in learning English, some of which ([r] - [l], final consonants and consonant clusters) are shared by Korean speakers. Lessons consist of minimal pairs, minimal sentences and practice sentences, with teachers' notes and an introduction describing how the lessons should be taught. As of this writing, the Guide has not had an ERIC Document number assigned to it; but write or call the ERIC Document Reproduction Service for information. (Address and phone are given in previous annotation.)

Nilsen, Don, and Alleen Pace Nilsen. Pronunciation Contrasts in English. New York: Regents, 1971.

A book of lessons on particular pronunciation problems, with lists of languages the speakers of which have the problems. Korean is one of the languages listed, but the book does not have much in the way of practice on final consonants and conso-

nant clusters. Lessons consist of minimal pairs and sentences, face diagrams showing the production of the sounds in question, and information on articulation. Introduction includes fairly detailed information on teaching the lessons. If you have students from several different language backgrounds, this book is indispensable.

Prator, Clifford H. and Betty Wallace Robinett. Manual of American English Pronunciation, 3rd Edition. New York: Holt, Rinehart and Winston, Inc., 1972.

A set of lessons, designed for older children and adults, and dealing with fine points of English pronunciation. The student is overtly taught such points as long and short vowels, the relationship between the spelling system and pronunciation, and the nature of intonation and stress.

Further Reading about the Korean Language

Chu, Harold S. and Young-Hee Park. "A Contrastive Analysis Between Korean and English for ESL Teachers". Bilingual Education Project, Arlington Public Schools, Arlington, Virginia, no date. (Write to Bilingual Education Project, Arlington Public Schools, 1426 North Quincy Street, Arlington, VA 22207 for information)

A very brief description of some of the aspects of English pronunciation, vocabulary, and syntax that differ from Korean, written for classroom teachers who have had no experience with language teaching. These are not teaching materials, but provide the teacher with background information.

Lukoff, Fred. "Linguistics in the Republic of Korea". In Sebeok, Thomas A., Editor, Current Trends in Linguistics, Vol. II. The Hague: Mouton, 1967, pp. 735 - 758.

A survey article, written for professionals, with extensive bibliographical information. This is a good starting-place for work in Korean historical linguistics.

Martin, Samuel E. "Korean Phonemics". Language XXVII (1951), pp. 519 - 533.

A detailed description for professionals of the sound system of Korean.

Martin, Samuel E., Yang Ha Lee and Sung-Un Chang. A Korean-English Dictionary. New Haven, Connecticut: Yale University Press, 1967.

In the introduction, the authors give a detailed description of the relationship between the Korean alphabet and the pronunciation of Korean.